

Non-Fiction: Comprehension Practice 3

Read the insert below and answer the questions.

Text A, part 1

The ends of the Earth

The two polar regions at the very ends of the Earth are among the coldest, windiest and most remote places on the planet. A huge, frozen ocean – the Arctic – surrounds the North Pole, while a vast area of frozen land – Antarctica – surrounds the South Pole, all of which you can find on a map of the world.

Both the Arctic and Antarctic have long, dark, freezing winters but amazingly, some plants and animals still survive in each of these places! During their short summers, when the sun shines all the time, animals flock to the polar areas to feed and nest.

All living things have to eat to survive. Some, which are called **producers**, make their own food. Other living things, called **herbivores**, eat only plants. Then there are **carnivores**, which try to catch other animals to eat. The list of what eats what is called a food chain.

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Read Text A, part 1, in the insert, and answer questions 1–3.

1) What is the purpose of Text A? Tick one box.

to amuse

to inform

to instruct

to persuade

2) Look at lines 5–8.

(a) Which three adjectives describe the coldest time of the year in the polar regions?

Long - dark - freezing

(b) Plants and animals can live in the polar regions.

Give one word that tells us that the writer is surprised by this.

amazingly

(c) Give one word which shows us that a lot of animals go to the polar regions in the summer.

flock

3) Look at lines 9–12. Which word means 'stay alive'?

survive

Now read Text A, part 2, in the insert, and answer questions 4–6

Text A, part 2

Most food chains start with plants which produce their own food, by using the sun's energy. This is why they are known as producers. Only specialised, hardy plants can survive the extreme conditions and short growing seasons of the polar lands. The most successful plants to do so are the simple ones such as algae, lichen, moss and grass.

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The first animal in a food chain is called a **primary consumer** (or herbivore) because it eats other living things – producers. A moose for example, eats grass and moss. Next in a food chain is a **secondary consumer** (or carnivore). It eats smaller animals. An Arctic fox, for example, eats hares and birds. At the end of a food chain is a **top predator** like a polar bear. It is so big and strong that no other animals can prey on it for food.

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4) Look at lines 13–17.

The end of Text A, part 1 links to the information in Text A, part 2.

(a) Explain how the information is linked. Give two ideas.

- food chain / predators appeared in both texts.
- Part 1 ends on a description of the food chain and part 2 describes it in more detail.

(b) What do living things need to make food?

sun's energy

(c) Which word tells us something is very tough and strong? Tick one box.

specialized

hardy

extreme

successful

5) (a) Which type of book is this text from? Tick one box.

a picture dictionary

a book of maps

a book of legends

an encyclopedia

(b) The table below describes the food chain. Complete the table by summarizing the information in the text.

The food chain

	Example from the text
Name:	carnivore
Brief description:	eats meat
Example:	<div>arctic fox / polar bear</div> <div></div>

	Example from the text
Name:	herbivore
Brief description:	<div>eats only plants</div> <div></div>
Example:	moose

	Example from the text
Name:	<div>producers</div> <div></div>
Brief description:	creates own food
Example:	plant

6) The information is organized in a way that makes it easy to read. How is the information organized?

organized into paragraphs

Now read Text B, in the insert, and answer questions 7-11.

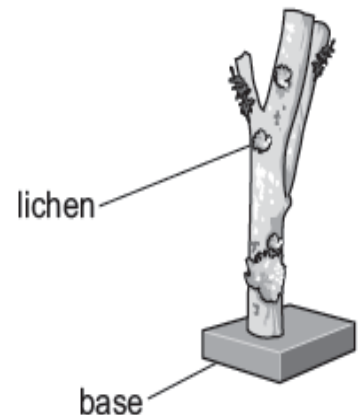
Text B

Lichens are simple plant forms which come in many different colours. They grow on trees, walls and rocks. Why not have a go at making your own lichen garden?

How to make a lichen garden

You will need...

- a hammer
- two nails
- paint (optional)
- some sandpaper
- a small square piece of wood (the base)
- a tree branch with lichen growing on it (Note: do not break off branches from living trees – there are plenty of dead wooden branches with lichens growing on them lying around)



Instructions:

Ask an adult to help you with Steps 1 and 2.

1. Preparing your wooden base

Ask an adult to help you hammer a nail halfway into your piece of wood. The nail should come through slightly on the other side of the base.

2. Positioning branch on wooden base

Hold the branch against the base and hammer the nail all the way through, into the branch. Then, hammer in the second nail to make it secure.

3. Improving the look of the base

Give it a finishing touch by using some sandpaper to make the edges of the base smooth – if you like, you could even paint it.

4. Caring for your lichen garden

Looking after lichens is very easy. All they need is water, air, and sunlight. You need to spray them lightly with water. (How often you spray your lichen garden depends on where you put it.) Make sure you put the garden in a spot where there is some sunlight. And that's it!

7) The writer organizes Text B so that it is easy to read. Describe three ways the writer organizes the text.

- **by using headings / sub-headings**
- **by using numbers**
- **by using bullet points**

8) How do you make sure that you stay safe while you are making the lichen garden?

By asking an adult for help

9) Give one two-word phrase that means 'final action'.

Finishing touch

10) Look at step 3 of the Instructions (Improving the look of the base).

Give one example of:

a noun: **sandpaper / edges / base**

a pronoun: **it / you**

a verb: **use / make / like / could / paint**

an adjective: **smooth**

11) What do you have to do regularly to take care of your lichen garden?

Spray it with water